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Curriculum Guideline for the
Intermediate Division

HISTORY

1977



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Writing Committee

Jim Clemens, Superintendent of Curriculum Services, Niagara Region, Ministry of Education
Jean Comtois, Curriculum Services Officer, Ottawa Valley Region, Ministry of Education
Jim Doris, Co-ordinator, Intermediate Division History Guideline, Education Officer, Curriculum Branch, Ministry of Education
Dorothy McPhedran, Education Officer, Professional Development Branch, Ministry of Education
Sheila Roy, Education Officer, Curriculum Branch, Ministry of Education

Validation Committee

Paul Gallagher, Director, Canada Studies Foundation
Richard Kosty, Head of History, Tilbury District High School, Kent County Board of Education
Fred McFadden, History Co-ordinator, Scarborough Board of Education
Ruth McLaughlin, Teacher, Timmins High and Vocational School, Timmins Board of Education
Derek McGillivray, Project Officer, Ontario Educational Communications Authority, Toronto
Norman McKinnon, Education Officer, Correspondence Courses Branch, Ministry of Education
Jerry Ponikvar, Teacher Educator, Ontario Teacher Education College, Hamilton
Maurice Proulx, Head of History, École secondaire La Citadelle (Cornwall), Stormont Dundas and Glengarry County Board of Education
Janet Ray, Librarian, Bloor Collegiate Institute, Toronto Board of Education
George Reguly, Teacher, St. Patrick's Intermediate School (Thunder Bay), Lakehead District Roman Catholic Separate School Board
Gary Smith, Chairman, Department of History, Faculty of Education, University of Toronto
Henry Town, Education Officer, Curriculum Branch, Ministry of Education

Support Documents Committee

Ross Babion, Curriculum Services Officer, Northwestern Ontario Region, Ministry of Education
John Bearcroft, Head of History, Eastview Secondary School (Barrie), Simcoe County Board of Education
Reno Bertoia, History Chairman, Assumption High School, Windsor Roman Catholic Separate School Board
Judith Brown, History Teacher, Sarnia Central Collegiate Institute, Lambton County Board of Education

Stewart Dicks, History Consultant, London Board of Education
James Ewing, Head of Social Science, Timothy Eaton Secondary School, Scarborough Board of Education
Leone Hamilton, Head of History Department, Bawating Collegiate and Vocational School, Sault Ste. Marie Board of Education
Jamie Henderson, Co-ordinator of Social Sciences, Windsor Board of Education
Richard Kosty, Head of History, Tilbury District High School, Kent County Board of Education
Gérald Lacombe, Consultant, Ottawa Board of Education
Émile Lévesque, Teacher, École intermédiaire Pauline Vanier (Ottawa), Carleton Roman Catholic Separate School Board
Elizabeth Light, Research Officer, Women in Canadian History Project, Ontario Institute for Studies in Education, Toronto
Derek McGillivray, Project Officer, Ontario Educational Communications Authority, Toronto
Raymond Nadon, Teacher, École Secondaire Charlebois, Ottawa Board of Education
Loren Newman, Teacher, Devine Street Public School (Sarnia), Lambton County Board of Education
Roy Piovesana, Teacher, Westgate Collegiate and Vocational Institute (Thunder Bay), Lakehead Board of Education
Alison Prentice, Associate Professor, Department of History and Philosophy of Education, Ontario Institute for Studies in Education, Toronto
Maurice Proulx, Head of History, École secondaire La Citadelle (Cornwall), Stormont Dundas and Glengarry County Board of Education
Clare Quinlan, Teacher, Queenston Drive Public School (Mississauga), Peel County Board of Education
Trevor Raymond, Head of History, Red Lake District High School (Red Lake), Red Lake Board of Education
Julia Saint, Teacher, Central Peel Secondary School (Brampton), Peel County Board of Education
Gaston Savage, Head of History, École secondaire Thériault, Timmins Board of Education
Claire Séguin, Acting Consultant, Ottawa Separate School Board
Shaaron Sheahan, Co-ordinator of Social Sciences, Metropolitan Toronto Separate School Board
Alan Skeoch, Head of History, Parkdale Collegiate Institute, Toronto Board of Education

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Introduction

In the Intermediate Division students are given their first opportunity to undertake a formal study of history. As an investigation and interpretation of the totality of human experience, past and present, history can give the learner an opportunity to reflect upon human feelings and thoughts, aspirations and failures, the struggle with the environment, social relationships, artistic expression, political experimentation, economic evolution, as well as upon the interaction of these many aspects of the human drama. A study of these matters, which seem to be of universal concern, can help the student understand society and his/her unique place in it.

Concern for a sense of identity and of community seems to be a salient characteristic of contemporary Canadian society. The search for identity may arise in any period of social change, bringing attendant needs for adaptability, for perspective on change, for speculation, for a sense of values. A study of history provides a medium through which these needs may be satisfied, at least in part.

Through a study of the events that have shaped our historical past, of the roots of our Canadian heritage, of the Canadian political and legal systems, of issues and events relevant to Canadians as citizens of Canada and of the world, and of the contributions of different groups to our society, the student is given an opportunity to become more knowledgeable about Canada's past and present and to acquire a better understanding of Canadian identity and the governmental process in our democratic society. It follows that the student will acquire a greater sense of pride in Canada and a feeling of personal responsibility for the strength and survival of our democratic system while at the same time developing some perception of the wider world – of the community of nations of which he/she is also part.

The investigation of significant issues and situations will lead the student to seek evidence from a variety of sources, including literature, music, art, science, mythology, and religion. To arrive at reasonable conclusions, the student will need to analyse, evaluate, and interpret evidence; to recognize the possibility of bias inherent not only in the evidence but also in its selection and in its use; in short, students will be developing decision-making abilities important both in terms of their personal lives and of their responsibilities as citizens.

This guideline has been planned to provide a basis from which teachers may develop a course of study for each year of the Intermediate Division.

Three areas of investigation are identified:

- *The Story of Canada and Canadians: A Two-Year Program in Canadian History*

Teachers shall develop a course for Grade 7 and a course for Grade 8 in this area of investigation.

- *Contemporary Canadian and World Concerns*
- *Canada's Multicultural Heritage*

Courses for Grades 9 and 10 shall be developed from Contemporary Canadian and World Concerns and Canada's Multicultural Heritage.

Where students choose to take only one course in Canadian history, it must be developed from Contemporary Canadian and World Concerns. This course may be taken in either Grade 9 or 10.

The Learner and the Program

Human growth is continuous, but there are distinguishable stages of development. The Intermediate Division curriculum is planned for the early years of adolescence, and courses based on this guideline should be planned to meet the needs of students in this particular age group.

Adolescents are concerned about their identity as individuals, their place in society and in the world. Studies that allow them to examine their world, to investigate how it came to be, and to speculate on what it is likely to become will help them cope with these concerns. A study of the local community is a ready means by which to explore the question of identity, and perhaps arrive at some tentative conclusions.

In all learning situations, adolescents need sincerity, integrity, empathy, and concern from those about them. Such an environment leaves individuals free to grow.

Adolescents look for models to examine, actions to judge. They also need to become aware of many alternatives in behaviour and attitude. Selection of content, therefore, should include a diversity of personalities and situations.

The development of a positive self-concept in young men and women can be facilitated by studies that focus on the contributions of both women and men of all ages and groups to the development of their country. In addition, such studies can help to broaden and raise the aspirations and life expectations of young men and women.

The student in the Intermediate Division is also concerned about personal relationships with other people, especially with members of his/her peer group. The content of social history and such methods as independent study and small group discussion often lead to lively and informed exchanges which can establish relationships on a solid base.

Since the adolescent is interested in values and in the meaning of life, the program should also provide situations that involve the investigation of values, value conflicts and value systems, and the raising of value questions.

During the adolescent years, the learner is rapidly enhancing the ability to deal with abstract thought and complex reasoning. At the beginning of adolescence the student is reluctant to step outside the boundaries of the tangible and appears to be most comfortable and capable in studying concrete events and actual persons. Later in adolescence, however, many students are increasingly able to move from the concrete to the abstract and back again. The teacher should provide opportunities for each student to develop the capacity for dealing with abstraction to his/her particular limit.

The three areas of investigation in this Intermediate Division program have been selected to meet the student needs indicated above. Since the process of self-definition seems to be significant, it is hoped that students can be helped to develop a broad understanding of personal identity through an awareness of their community and national roots, the qualities and characteristics of their community and nation, and the forces, persons, and situations that have contributed to both community and national identity.

It is, then, important for students to investigate their community's and Canada's story, and to be aware of the drama and the human and environmental interaction from which their cultural identity is derived. Consequently, *The Story of Canada and Canadians* is the area of investigation for Grades 7 and 8. The prime intent of the program in these two years is to help students develop a deepening awareness of the reality that we are not only a country but also a people.

In Grades 9 and 10 two courses may be developed – *Contemporary Canadian and World Concerns* and *Canada's Multicultural Heritage*. Where students choose to take only one course in Canadian history, it must be developed from Contemporary Canadian and World Concerns.

Courses developed from Contemporary Canadian and World Concerns should give students the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. This year of the program will also enable students to clarify their perceptions of contemporary Canada and to look beyond Canada to global concerns of significance to Canadians.

Canada's Multicultural Heritage is intended to broaden students' understanding of the roots of Canada's cultural heritage. Awareness of the contributions of many cultural groups will not only give a new perspective to students' understanding of contemporary Canada but will also create a deeper and more challenging interest in the world community.

A meaningful study of current affairs must be an ongoing part of all history courses developed for the Intermediate Division.

Although it is recognized that the formal development of language skills will be undertaken mainly by teachers of English (French), adherence to good standards of oral and written expression is a responsibility for every teacher.

Aims

The aims of the Intermediate Division history program are:

1. to develop an understanding of the Canadian identity and societal goals;
2. to develop an understanding of the roots of Canada's cultural heritage;
3. to develop a reasoned pride in Canada;
4. to develop an understanding of civic responsibility;
5. to develop an understanding of fundamental concepts central to the human experience, such as justice, change, diversity, order, individualism, the common good, worth of the individual, concern for others, dignity of labour, tradition, culture;
6. to develop the ability to imaginatively recreate the past;
7. to develop an awareness of the contributions of both women and men of all ages and groups to the development of our country;
8. to develop the ability to distinguish fact from opinion, to detect bias, to formulate an hypothesis, to evaluate and interpret evidence, to draw conclusions based on evidence, to synthesize, to speculate, to make judgements;
9. to develop an awareness of values and of value alternatives;
10. to develop research skills, including library skills, interviewing skills, and the ability to draw and select information from non-print as well as print resources;
11. to develop communication skills such as those used in recording information, in listening, and expressing ideas clearly and precisely in written, oral, and visual form.

The Program for the Intermediate Division

I. Grades 7 and 8

The Story of Canada and Canadians: A Two-Year Program in Canadian History

Rationale

It is the intent of the program in the first two years of the Intermediate Division that students develop an understanding of significant aspects of the history of Canada and that they have an opportunity to begin to understand the nature of history.

Although students will have had an opportunity to undertake studies of an historical nature in the Primary and Junior divisions, it is in this program in the Intermediate Division that they begin their formal study of history. The aim of these first formal courses is to make students aware that history is concerned with people and their contributions and experiences, and with the interaction between people and events and between people and their environment.

Students must be given opportunities to consider what is significant in history and to perceive the interrelationship of events, as well as to develop an understanding of sequence, continuity, cause and effect, and change over time. Finally, it is hoped that the study of the history of Canada will enable them to enter into an imaginative reconstruction of their country's past.

In designing courses that fulfil the intent of the Intermediate Division history program, teachers will have to plan a coherent and unified study of selected incidents, persons, and ideas in Canada's story and of the relationship between people and the environment.

Canada's physical environment, economic resources, and geographic location in relation to world powers have all had an impact on the lives of Canadians and on the directions in which Canada has grown. Similarly, Canadians, individually and as a group, have had an impact on the shaping of the environment, the use of resources, and Canada's relations with her neighbours.

Courses for the Grade 7 and 8 program must be planned in such a way that the stated core objectives will be achieved by the end of the second year through content identified as core.

General Objectives

1. To develop an understanding of the lives of people who immigrated to and settled in Canada: their reasons for emigrating; their settlement patterns; their differing problems and hardships; their social and cultural lives;
2. to develop an understanding of the achievement of Confederation: the concerns that existed; the significant events; the influence of various personalities;
3. to develop an understanding of Canada's post-Confederation expansion from sea to sea: railways, people, law, wheat, oil;
4. to understand that the development of Canada has been affected by people, events, and ideas in the United States;
5. to appreciate that social and economic stress has contributed to change throughout Canadian history;
6. to develop skills, concepts, and values as indicated in the aims for the Intermediate Division history program (see Aims, p. 6).

It is the responsibility of teachers at the local level to develop courses of study that achieve the stated intent and objectives.

Core Content Areas

The following content areas must be incorporated into courses developed for Grades 7 and 8:

- Canada's original peoples
- Life in New France
- Life in Upper Canada
- The opening of the West
- The United Empire Loyalists and the American Revolution
- Rebellions: 1837, Upper and Lower Canada; 1870, 1885, Northwest Territories
- Confederation
- Social reform: trade unionism, women's suffrage

These content areas should be organized in such a way that there is unity in each year's work. This can be achieved by various kinds of content organization – for example, chronology, themes, or headings that relate the content area to a particular idea or phenomenon. To illustrate, the first four areas could be organized under the heading "Immigration and Settlement", the latter four under the theme "Crisis and Change". Whatever the organizational structure used, the course of study must have unity and coherence.

A school may wish to offer studies in addition to those incorporating the core objectives and core content areas. Such studies must be appropriate for the students for whom they are intended and must conform to the intent set for the area of investigation.

To enable students to develop an understanding of the core objectives and core content areas, teachers will have to develop more specific objectives and provide learning experiences suited to the needs and interests of their students.

The following chart demonstrates the way in which these content areas can be used to develop one or more of the stated objectives.

Objectives	1 To develop an understanding of the lives of people who immigrated to and settled in Canada: their reasons for emigrating; their settlement patterns; their differing problems and hardships; their social and cultural lives.	2 To develop an understanding of the achievement of Confederation: the concerns that existed; the significant events; the influence of various personalities.	3 To develop an understanding of Canada's post-Confederation expansion from sea to sea: railways, people, law, wheat, oil.	4 To understand that the development of Canada has been affected by people, events, and ideas in the United States.	5 To appreciate that social & economic stress has contributed to change throughout Canadian History.	6 To develop skills, concepts, & values as indicated in aims for Intermediate Division history program.
1. Canada's original peoples	X		X		X	X
2. Life in New France	X				X	X
3. Life in Upper Canada	X	X	X	X	X	X
4. The opening of the West	X	X	X	X	X	X
5. The United Empire Loyalists and the American Revolution	X		X	X	X	X
6. Rebellions: 1837, Upper & Lower Canada; 1870, 1885, Northwest Territories	X	X	X	X	X	X
7. Confederation		X	X	X	X	X
8. Social reform: trade unionism, women's suffrage	X			X	X	X

II. Grades 9 and 10

Contemporary Canadian and World Concerns

Rationale

Courses developed in this area of investigation should give students the opportunity to learn about their rights and responsibilities as citizens of Canada and of the world. Also, by focusing on contemporary issues, students will be able to clarify their perceptions of contemporary Canada and to look beyond Canada to concerns of significance to the world.

General Objectives

1. To develop an understanding of the Canadian political and legal systems;
2. to develop an appreciation of the rights and responsibilities of citizens in Canadian society;
3. to analyse in historical perspective and in terms of future implications contemporary issues of concern to Canadians both as citizens of Canada and of the world community;
4. to develop an appreciation of the ways in which the arts contribute to an understanding of contemporary issues in Canadian society;
5. to develop skills, concepts, and values as indicated in the aims outlined for the Intermediate Division History program (see Aims, p. 6).

Core Content Areas

The objectives outlined above are to be achieved through the following core content areas:

Government and Law in Canada

Contemporary Issues

Government and Law in Canada

This core content area will provide opportunities for students:

1. to understand that people living in groups need some form of political structure and authority to provide order and to meet their needs;
2. to understand that government in a democratic society attempts to provide a balance between the common good and the freedom and rights of individuals;
3. to appreciate the need for balance between individual freedom and responsibility in our democratic society;
4. to understand that personal and political positions and decisions are based on needs, values, beliefs, and traditions;
5. to recognize that each person has a responsibility to participate in public life and can influence change, at the same time acknowledging that individuals are more likely to influence the decision-making process when working in groups than when working alone;

6. to understand that three levels of government and international co-operation are needed to meet some of the differing needs of people in Canada and the world;
7. to understand the structure, role, and function of the legislature, executive, judiciary, and civil service in our systems of government;
8. to appreciate that rules and laws are important for individuals and for society as a whole;
9. to understand the process by which laws and by-laws are made and changed;
10. to recognize that existing laws require continual examination to ensure that they meet the needs of people in our society;
11. to understand that inherent in our system of government are concepts of representation, responsibility, the common good, federalism, majority rule and minority rights, and citizenship.

To enable students to develop an understanding of these objectives, teachers will have to develop more specific objectives and provide learning experiences suited to the needs and interests of their students.

Contemporary Issues

This core content area will provide opportunities for students:

1. to recognize that various events, issues, and areas of concern, however different, are nevertheless related;
2. to understand that contemporary issues have roots in the past (a starting point and significant manifestations through time), a present focus, and implications for the future;
3. to develop and use an appropriate process for analysing issues.

To achieve these objectives, teachers will select issues of continuing significance to Canada. One issue must be selected from each of the following areas:

- English-French relations
- Canadian-American relations
- Issues of concern to the world and to Canada

A school may wish to offer studies in addition to those incorporating the core objectives and core content areas. Such studies must be appropriate for the students for whom they are intended and must conform to the intent stated for the area of investigation.

To enable students to develop an understanding of the objectives of this core content area, teachers will have to develop more specific objectives and provide learning experiences suited to the needs and interests of their students.

Canada's Multicultural Heritage

Rationale

Courses developed in this area of investigation should enhance students' understanding and appreciation of:

- the roots of Canada's cultural heritage through studies which must include the contributions of the British, the French, and Canada's original peoples;
- the contributions of various cultural groups to Canada's cultural heritage through a study of the cultural reality of the local community.

Awareness of the roots of our heritage and the contributions of many cultural groups will give a new perspective to students' understanding of Canada today.

It is the intent of this year of the program that students become aware that Canada today enjoys a rich cultural heritage that derives from many different places, peoples, and times. To help students develop this awareness teachers will need to ensure that the following elements form an integral part of each locally developed course: the aspects of Canadian life identified in the objectives; their origins, transmission, adaptation, and reasons for survival in the Canadian setting.

Culture, in this document, is defined as *a way of life* and finds expression in such things as institutions, the arts, lifestyles, and technology. The indigenous peoples and the various groups which migrated to Canada each had a particular way of life, parts of which survived or evolved into some form that is now part of Canadian culture. It is the study of these roots and contributions that is the concern of this year of the program.

It follows, then, that this course is not a history of a cultural group; for example, it is not a history of Britain or France. It is, rather, a study of those aspects of the history of the British or French people – in Britain, in France, and in Canada – which contributed to the development of our Canadian culture. It is not a sociological study of Canadian culture, nor is it a study of persons who happened to belong to a particular cultural group; it is, rather, a study of the roots and contributions of many groups to the development of our Canadian culture.

General Objectives

1. To develop an understanding and appreciation of the roots of our Canadian heritage;
2. to develop an understanding and appreciation of the contributions of various cultural groups to our Canadian heritage through a study of the cultural reality of the local community;
3. to develop skills, concepts, and values as indicated in the aims set out for the Intermediate Division history program (see Aims, p. 6).
4. to develop increasing empathy and positive attitudes towards members of cultural groups other than one's own.

Specific Objectives

In addition, a course developed from Canada's Multicultural Heritage must provide opportunities for students to meet these more specific objectives:

1. to develop an understanding and appreciation of the British roots of our Canadian political system;
2. to develop an understanding and appreciation of the French and British roots of our Canadian legal system;
3. to understand that any group brings its technology (machinery, tools, processes, techniques, etc.) to the new environment, that this technology is influenced by the new environment and by any existing culture, and that it in turn alters the existing culture;
4. to appreciate the contributions of Canada's original peoples to our changing attitudes to land and other resources;
5. to understand that wherever people live they develop forms of artistic expression such as painting, dance, photography, architecture, and athletics, and that these forms of artistic expression are influenced by the environment;
6. to understand that when people move to a new environment they take their forms of artistic expression with them; that in some cases these remain unchanged, in other cases they are modified by the existing culture and/or modify the existing culture;
7. to appreciate that a diversity of art forms enriches the Canadian experience;
8. to understand that customs and traditions (festivals, religious holidays, traditional dishes, etc.) help a cultural group to maintain its identity;
9. to appreciate that a diversity of lifestyles enriches the Canadian experience;
10. to understand that any group brings its lifestyle to the new environment, that this lifestyle is influenced by the new environment and any existing culture, and that it alters any such culture.

A school may wish to develop other areas of study – in addition to the aspects of culture indicated in the ten core objectives. Such studies must be appropriate for the students for whom they are intended and must be consistent with the intent set for the area of investigation.

The objectives outlined may be achieved through different approaches to content organization. The support document Canada's Multicultural Heritage contains three possible approaches; two apply to Canada as a whole, and one focuses on a study of the local community.

Planning a Course of Study

The intent of each of the three areas of investigation for the Intermediate Division has been indicated in order to establish the perimeters for the selection and organization of content. All courses developed in a particular area must fall within the perimeters established by the intent of that area. In addition, objectives have been identified; these objectives and core content areas, where specified, form the prescribed expectations for the Intermediate Division history program. In addition to these minimum expectations, a school must offer additional studies which will help to give unity and coherence to the courses developed. These additional studies must be appropriate for the particular students for whom they are developed and must be consistent with the intent of the area of investigation.

In order to avoid unnecessary repetition of content in the courses offered, it is highly advisable that staff at all year levels of the Intermediate Division be involved in program planning.

Consideration of the following ideas will facilitate the planning of courses of study:

The selection of a theme: A theme, which may be defined as a broad idea or concept that allows examination of many facets of a unit topic, provides a focus for the study. *Change, conflict, adaptability, roots and growth, immigration, and diversity* are examples of possible themes.

Sequence: It is necessary to plan a sequence of unit topics that will allow effective examination of causation and recognition of chronology where it is important.

Continuity and unity: Continuity in this context implies not only a logical sequence of units but also a means by which to bridge the gap between units so that they may be studied in a recognizable context. After a basic sequence has been perceived, the student is better able to rearrange and restructure data to develop fresh points of view and new sets of relationships.

The Unit

Definition

A unit is defined as an organization of content and learning experiences focused on a central problem or question.

Kinds of Units

Units should be planned with any one of the emphases shown below.

- *The era unit* could be defined as a unit organized to permit examination of many facets of a particular period – for example, a unit entitled “The United Empire Loyalists and the American Revolution”.
- *The line of development unit* is a unit that focuses on the development of a particular aspect of human activity or environment through several phases of time – for example, a unit on social reform and an issue in the area of English-French relations.
- *The integrated unit* is a unit in which skilfully selected data are used naturally in an interdisciplinary way – for example, a unit entitled “Opening of the West” or “Law and Government in Canada”.

Planning a Unit

The planner or team of planners will want to read widely about the unit topic in order to become fully knowledgeable about the possibilities of the topic. Classroom implementation can then be more challenging and productive and conducive to further interest and learning. All components of a unit need to be carefully considered and their relationships clearly recognized. The significant and essential components of a unit are outlined on the following pages, along with some suggestions for planning them.

Objectives hold a central place in the entire teaching-learning process; they not only provide the central focus for the unit but also affect the selection of content, strategies, resources, and means of evaluation. It is essential that teachers involve students – as part of the classroom process – in planning units to meet the stated core objectives and in evaluating the degree to which they have been achieved.

Content is the vehicle by which objectives may be achieved and so, while it may not necessarily be important for its own sake, it becomes significant as a means to a more significant end. The selection of content by teachers and students should indicate an understanding of the variety of human activities and needs and of the interaction between people and their physical and social environment. The support documents contain amplification of the core content identified in this guideline, as well as suggestions for developing other content.

After reading widely about the topic, those planning the local curriculum might brainstorm for content ideas, select those pertinent to the objectives, organize them, and finally devise a few broad, open-ended, divergent questions that could form the basis of interesting investigation and lively discussion.

Strategies are the means by which learning might be most effectively achieved. They should be appropriate for the developmental stage of the learner, for the objectives of the study, the content chosen, and the resources to be used; they need to be varied and should actively involve the learner. Planning should include: an approach or introduction to the unit; investigation activities such as reading, interviewing, experimenting, discussing, observing, and problem-solving; expressional activities emphasizing creativity; and synthesizing or culminating activities clarifying the unit as a whole. Examples of these planning strategies follow.

A unit on *government and law*, for example, might be introduced by a visit to a council meeting, a courtroom, or the Legislature.

An investigation strategy for a unit on *contemporary issues* could include such activities as analysis of different newspaper editorials on the same issue, interviews with persons involved in an election, and/or a comparison and evaluation of evidence derived from a variety of sources.

Expressional activities for a unit entitled "Life in New France" could include devising a folk song; for a unit entitled "Canada's Original Peoples" they could include dramatizing and filming a legend.

Resources should be selected according to these criteria: appropriateness for the learner, the content, and the objectives, and capacity to suggest different points of view. Also, the teacher should make sure that a variety of resources are used.

Evaluation should be planned to reflect all the objectives and to encourage self-evaluation on the part of the learner. For example, if one objective were to develop the ability to draw inferences from a non-print resource, the class could be given a picture they had not seen before depicting some aspect of life in a society they had not studied before; each student could be asked to speculate on how life in that society would differ from his/her own. The learner could be involved in evaluating the quality of his/her own observations and inferences through class discussion and consultation with the teacher.

Evaluation should also be concerned with assessing the effectiveness of the unit. The following criteria provide assistance in evaluating a unit:

1. The unit should be consistent with the aims, objectives, and intent of the course.
2. The unit should contain the necessary components outlined above.
3. The unit should be internally consistent.
4. The resources should be readily available.
5. The unit should provide for students of differing abilities.
6. The unit should focus on people, recognizing the contributions and experiences of both women and men.
7. The unit should recognize the multicultural nature of our society.

Implementing the Unit in the Classroom

Whether you plan to develop your own unit or utilize those outlined in the support documents, the following information may be useful in developing the related classroom activities.

The stages outlined below indicate a process for classroom implementation. The process is designed to enhance the interest of students and to encourage them to become actively involved in, and assume responsibility for, their own learning.

- The *motivation stage* is the point at which the unit is introduced to the students.
- A *definition stage* follows; in this stage, students raise questions, brainstorm for ideas to pursue, select those of greatest significance and interest, and identify their objectives.
- The *investigation stage* involves students not only in planning their research as a class, in groups, or individually, but also in searching out information, analysing it, and evaluating it.
- A *communication of findings* accompanies and follows the investigation.
- The *synthesis stage* is the culmination of the implementation process. At this point the learner would repattern information, arrive at reasonable but tentative conclusions, and perceive an overall view of the questions posed in the definition stage.

It should be recognized that these steps need not follow in the precise order outlined above; they may blend and overlap.

The ideas suggested imply that the teacher's role is to act as planner and guide for the students' investigation, analysis, interpretation, and synthesis of findings.

Evaluation of Student Achievement

Evaluation should provide the teacher with the means to identify the needs of individual students, to assess the effectiveness of his/her own teaching, and to judge the appropriateness and validity of the original objectives. Evaluation can provide a perspective on student performance so that causes of low achievement can be identified and appropriate modifications in program or procedure undertaken without delay.

If evaluation is to be effective, students must be made aware not only of goals and expectations, but also of the criteria to be used in evaluating performance. Students should understand the immediate purpose of their studies, what they are expected to learn, and how they can demonstrate their learning to themselves and others. The provision of informative reports for parents and others concerned with the student's progress and program should form part of the evaluation process.

Evaluation should be directed to the cognitive, the psychomotor, and the affective dimensions of the program. Effective evaluation of these different aspects of learning will require the use of a variety of evaluation techniques.

For students, a lasting result of effective evaluation should be the development of the ability to make decisions based on personal standards. Teachers can help students develop habits of honest self-evaluation and self-motivation by giving them frequent opportunities for practising self-evaluation. As students gain experience in self-evaluation, they should learn more, both directly and indirectly, about themselves, their achievements, abilities, interests, and aspirations.

Further information on evaluation may be found in *Evaluation of Student Achievement: A Resource Guide for Teachers*, 1976.

